



Resilient Learning Communities

Institutional Plan for: University of Glasgow

This document will form your year 2 plan and should be around three to four sides of A4. You can find your year 1 plan through this [web page](#).

Context

Provide any statements that might be helpful in explaining your institution's context and approach and how this plan supports the achievement of institutional priorities. Any context statement could draw on salient points from the previous year's learning/outcomes from Theme work and reflect any changes in the strategic direction of your institution.

Continue to review our various peer-led activities which support the development of student resilience with a particular focus on the creation of student communities that potentially improve a sense of belonging and wellbeing for students. Work will therefore progress to identify and develop a range of provision to best support our students in peer-based activity.

The core of our L&T Strategy 2021-25 is to develop and support our students to fulfil their academic potential and have skills to contribute to society both locally and globally. This includes creating an inclusive environment where students develop meaningful relationships with one and other and with staff. The Strategy aims to stimulate evolutions in our approach to teaching, curriculum and assessment design, working in partnership with students to support their development to enable them to be adaptable and able to work effectively with others. This will include the introduction of new staff/student partnership schemes which will include decolonisation of the curricula. Meanwhile our Transitions Working Group will continue to prioritise effective student support mechanisms from pre-arrival to induction to progression throughout their studies, to ensure all students have the opportunity to succeed.

The core of our Learning & Teaching Strategy 2021-25 is to develop and support our students to fulfil their academic potential and have skills to contribute to society both locally and globally. This includes creating an inclusive environment where students develop meaningful relationships with one and other and with staff. The Strategy aims to stimulate evolutions in our approach to teaching, curriculum and assessment design, working in partnership with students to support their development to enable them to be adaptable and able to work effectively with others. This will include the expansion of our staff/student partnership schemes to include partnerships on decolonising the curriculum. Meanwhile our Transitions Working Group will continue to prioritise effective student support mechanisms from pre-arrival, to induction, progression through study, to ensuring all students have the opportunity to succeed.

Institutional team	
Please specify for each member whether staff or student and for staff, their role title. Where the Theme Leaders' Group (TLG) staff or student nominee is unable to attend meetings, an alternate can attend on their behalf.	
Institutional lead	Professor Moira Fischbacher-Smith, Vice Principal (Learning & Teaching)
TLG staff representative	Helen Butcher, Head of Senate Office
TLG student representative	Ella McCabe, President of Student Representatives Council (SRC)
Year 2 Project Teams	<u>Workstream 1 (Peer enabled activity)</u> Lead: Dr Andrew Struan (Writing and Study Skills Co-ordinator, Learning Enhancement & Academic Development Service) Dr Amanda Pate (Academic & Digital Development) <i>plus College representatives tba</i>
	<u>Workstream 2 (Maths/Numeracy Gap Analysis)</u> Lead: Darrell Butler, Data Analytics Manager, (Planning, Insight & Analytics) Intern: Katarina Skopolova Professor Chris Finlay (Life Sciences, and Convener of Transitions Working Group) <i>plus College representatives tba</i>

Overall outcomes/activity

Are there any changes to your key priorities, outcomes and delivery activities that you identified at the start of the Theme?

Our two key priorities remain as set out in our Year 1 Plan of work and relate to the ongoing development of a stronger student community through peer support activity and the enhancement of skills development with a focus on supporting mathematical and numeracy skills across various skills levels. These priorities are also reflected in University-wide events such as the summer showcase event on Peer enabled activity, and the theme of our next Learning & Teaching conference which is inclusive learning and teaching.

Year 2 will see the development of an institutional programme of PAL/PASS based on the recommendations flowing from the Year 1 activity; and the commencement of scoping work to develop support for numeracy, given the positive link that has been identified between mathematical qualifications on entry and student success.

Year 2 outcomes/activity

In answering the following, identify what is continuing from year 1 and what is new:

What are your key priorities?

What outcomes do you want to achieve?

What activities will you deliver to achieve your key priorities?

1. Development of a University-wide programme of Peer Assisted Learning/Study Support

This project has been provided with £50K funding per year from 2021-22, as part of the University's investment in the new Learning and Teaching strategy. Funding will support the creation of student communities through the development of a rich offering of Peer Assisted activity for students which will be piloted during the academic year (AY) 2021-22. The Student Learning Development (SLD) team will be expanded throughout semester one of academic year 2021-22 to include new, bespoke positions to promote, embed and enhance peer enabled activity across the institution.

These new positions – including a full-time peer learning facilitator, a range of peer learning Graduate Teaching Assistants, and peer learning student interns – will work centrally and across the four Colleges to develop, enhance, embed and promote all forms of peer enabled activity.

In addition, the resource created through Year 1 will be finalised and published. This resource will include:

- Clear definitions and details on the forms, types and models of peer enabled activity
- Resources on good/best practice in the implementation of peer enabled activity
- Case studies from UofG staff currently undertaking forms of peer enabled activity
- An annotated bibliography with links to further resources, reading and materials to promote peer enabled activity.

Planned activity:

- Employ new Peer Learning Facilitator, peer learning GTAs, and peer learning interns
- Identify key pilot courses/Schools to collaborate in the expansion/implementation of peer enabled activity
 - The School of Life Sciences has already been identified as a key priority
- Embed centralised peer enabled activity through SLD

- Begin process of evaluation of expansion of peer enabled activity
- Develop four-year plan for Peer Learning Facilitator and SLD with regards to peer enabled activity

The following outcomes are anticipated:

- Creation of a centralised resource in terms of expertise, experience and capacity to promote peer enabled activity
- Enable staff in the Schools and Colleges to draw on best/good practice with regards to peer enabled activity, and to develop centralised guidance and resources to further expand forms of peer enabled activity across the institution.

2. Gap Analysis for Mathematical/Numeracy Skills

For this project it is proposed to use the Enhancement Theme funding to appoint an intern(s) to join the Planning Insights and Analytics (PIA) team to work on data analysis during Year 2 of the project. However, every year Planning Insight & Analytics recruit one of the Universities MSci Statistics with Placement students, this provides the student with an opportunity to apply their learnings in a real business context, fortuitously, this placement has just commenced.

Planned activity: using the data problem solving framework PPDAC (see below), PIA will undertake further analysis of HESA data exploring the relationship of mathematical attainment in school against a set of success factors at University, irrespective of the academic discipline of their programme of study.



The intern(s) will work on defining the problem, identifying data sources, cleansing and transforming data, initial data analysis, statistical analysis and finally, insight generation.

This will be a collaborative process undertaken in consultation with School/College Retention Officers in order to ensure relevant issues pertaining to different areas of the University are considered.

The following outcomes are anticipated:

The intelligence gathered will inform appraisal of the maths/numeracy skills requirements of our students to inform the future development of numeracy support programmes across different student cohorts and potentially also to influence entry requirements.

The skills gap analysis can be used to inform other initiatives across the University, such as proposed developments in Academic Services considering the potential to mirror our writing skills diagnostic and follow-up writing skills provision with a new numeracy diagnostic and follow-up support for numeracy skills development. This is an important next stage given the insights that analysis of our student performance has revealed thus far and would form a key part of the wider work that PIA is developing in support of the University's KPIs (which include student retention) and the ambitions in the new Learning & Teaching Strategy concerning student attainment.

Evaluation

How do you intend to evaluate your year 2 projects and activities?

Prior to completing this section, it would be useful to refer to the QAAS website resource: [A Guide to Basic Evaluation in HE](#) (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please complete briefly the following 5 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary). This will help you complete your end of year 2 report.

Title of project/activity
Institutional programme of Peer Assisted Learning/Study Support
What change is being made? (Brief description(s) of overall activity/intervention)
Creation of new roles within Student Learning Development: <ul style="list-style-type: none">• Peer Learning Facilitator• Peer Learning GTAs• Peer Learning Student Interns Creation of new resources, information and (multimedia) guides for staff to promote adoption, expansion and implementation of peer enabled activity.
Why are we making it? (Rationale for the change)
The evaluation and investigation from year one found that central guidance and staffing resource from a dedicated team is an effective way of embedding and encouraging peer enabled activity. Beyond that, with a focus on the institutional Learning and Teaching Strategy, the Student Learning Development team will take on an expanded role in the provision of peer enabled activity to further cement this form of pedagogy and support across the institution.
What difference will hopefully occur as a result? (Tangible change envisaged)
Through staff engagement with the resource created in year one, plus the new staffing in Student Learning Development, the differences intended include, but are not limited to: <ul style="list-style-type: none">• Expansion of peer enabled activity across all four Colleges• Implementation of forms of peer enabled activity within new Schools and subject areas• Evaluation of peer enabled activity in collaboration between SLD and Schools/Colleges

- Increased awareness of peer enabled activity and its benefits in our student body.

How will we know? (How the change is measured)

In collaboration with relevant Schools and Colleges, staff in SLD (primarily the Writing and Study Skills Co-ordinator and the new Peer Learning Facilitator) will conduct a review of the impact of the forms of peer enabled activity developed/implemented through year one of the new post. This review will include further analysis of literature, interview/focus groups with students, and interviews/discussions with staff.

The evaluation in this year will lead into steps for subsequent years and the creation of a four-year plan for peer enabled activity.

Title of project/activity

Gap Analysis for Mathematical/Numeracy Skills

What change is being made? (Brief description(s) of overall activity/intervention)

Over recent years, exploratory data gathering and analytics have evidenced the value of mathematical skills as key contributors to student success. This exercise will take these initial findings and aim to statistically prove this relationship.

We believe this work will help us develop targeted interventions as well as general mathematical and numeracy support. Specific changes will therefore be introduced at a later stage.

The analysis will follow a robust data problem solving cycle.

- Problem – clearly define what the problem is or issue we’re trying to solve.
- Plan – What data will we need, where does it reside, is there enough, ethical implications?
- Data – Will it need transformation, is it accurate, will it need cleaning?
- Analysis – Visualisation, model selection and choice, model validation.
- Conclusions – have we answered the original problem statement, does it provoke other questions?

Why are we making it? (Rationale for the change)

From early indications, data profiling suggests a positive relationship between mathematical attainment at school and student success in Higher Education irrespective of academic discipline. We want to build on this knowledge in order to consider potential development of mathematical/numeracy skills support offered to our students to enhance student success in terms of retention and progression, while also considering the use of peer support in order to develop student community as an integrated benefit.

What difference will hopefully occur as a result? (Tangible change envisaged)

Provide intelligence from data in order to inform the development of future mathematics/numeracy support for students, and in particular the potential development of university-wide numeracy diagnostic and follow-up support for numeracy skills development for all new entrants.

How will we know? (How the change is measured)

- Output report on the data analysis to the University Enhancement Theme Project Team.

- Identification of maths/numeracy skills requirements of our students leading to recommendations on the potential approach to, and development of, mathematical/numeracy support programmes in the Glasgow context;
- Information to review, and potentially change University entrance requirements.
- If implementations are made create a control group to track the success of interventions.

Dissemination of work

How will you promote and communicate your work internally and externally?

We will continue to promote the work through our main working groups and committees (which includes the extended network of learning and teaching colleagues that has developed through open meetings of the Learning & Teaching Committee) as well as through the SRC's communication channels.

Supporting staff and student engagement

How will you support your community to engage with planned activities?

The project teams will report into the institutional Enhancement Theme team and Learning & Teaching Committee in tandem so that the enhancement themes work has visibility and legitimacy. Specific events will also be held, such as the showcase event for peer-enabled activity held on 11 August 2021 which was open to all learning & teaching contacts across the University.

Plan author:	Professor Moira Fischbacher-Smith (Vice Principal – Learning & Teaching), and Helen Butcher (Head of Senate Office)
Date:	13 September 2021

Return to: ARCAAdmin@qaa.ac.uk